

Satisfaction, well-being and educational attainment: How do children of immigrants perform compared to natives?

AIM OF THE STUDY

To analyze how subjective well-being in different domains of life influences the school outcome of both immigrant and native origin children residing in Italy, controlling for several relevant socio-demographic characteristics.

We look at different domains of well-being:

- School
- Family
- Social domain

We consider both objective and subjective school outcomes

BACKGROUND

Evidences from previous researches in the *European* context:

- Children of immigrants are disadvantaged in education in most receiving European countries.
- This remains true even after controlling for their socio-economic status, which is also lower compared to that of natives.
- Education is not the only aspect in which the children of immigrants perform worse.

➤ Research on education among immigrant and native origin children in Europe is often focused on **objective indicators**, such as long-term educational careers.

➤ In the *Italian* context, despite research on objective dimensions of immigrant children's integration, with a particular focus on educational attainment, **indicators of subjective well-being** remain little explored.

RESEARCH SOURCES AND METHOD

Data

- Survey on the "Integration of the Second Generation" carried out by ISTAT in 2015.
- National representative sample of 68,127 students interviewed in both lower and upper secondary schools.
- Around 47% of them are immigrant children without Italian citizenship. The largest share (72%) was born abroad, while the remaining part was born in Italy.

Method

- Descriptive analysis by citizenship and type of school
- PCA to define 3 domains of well-being
- OLS regressions (4 models by school grade)

WELL-BEING DOMAINS :

1) School domain

Agree/disagree with the following statements: Not at all 1 - Fairly 2 - Neither agree nor disagree 3 - Quite 4 - Completely 5

SCHOOLMATES

- In my class I feel good
- At school I have friends
- I don't get along with my school mates
- Usually my school mates talk to me willingly
- When I can't understand something during the lessons, my classmates help me

STUDYING

- I like to study and work in groups
- I like to study and do homework
- I think they give us too many homeworks
- I happen to study at my home or that of my classmates.
- Sometimes I feel insecure to speak in Italian

TEACHERS

- Teachers treat all pupils in the same way
- If I don't understand something during the lessons, I ask the teacher
- I trust my teachers
- The teachers make me feel appreciated
- Teachers put enthusiasm into their work

WELL-BEING DOMAINS :

2) Family domain

Agree/disagree with the following statements: Not at all 1 - Fairly 2 - Neither agree nor disagree 3 - Quite 4 - Completely 5

MY FAMILY

- My family is happy with my school outcome.
- My family believes that studying is the key to finding a good job.
- In the family I often talk about what happens at school
- My family does not consider school important to succeed in life
- My family asks me about my school outcome

THE RELATIONSHIP WITH MY FAMILY

- In my family we help each other
- There are frequent fights between us
- They are sensitive to my feelings and needs
- They respect my opinions and encourage me to express them
- They calmly explain to me the consequences of my behaviour if I make a mistake.
- They punish me by punishing me with little or no explanation.
- I'm being heavily reproached if I make any mistakes
- They ignore/do not worry if my behavior is wrong
- They never reproach me even when I do something that goes against their rules or wishes.

WELL-BEING DOMAINS :

3) Social domain

IN THE LAST 12 MONTHS, YOU HAVE BEEN, BY OTHER BOYS/GIRLS

Every day 1 - Sometimes per week 2 - Sometimes per month 3 - Sometimes per year 4 - Never 5

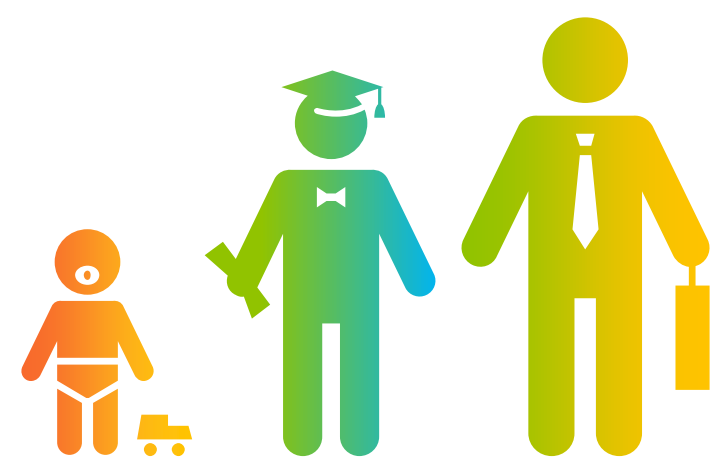
- Offended with nicknames, swear words, insults
- Hit with shoving, banging, kicking, punching
- Offended as a girl/boy
- Made fun of/ marginalized for your opinions
- Threatened
- Compelled/blackmailed to do things you didn't want to do
- Targeted by shooting at you, telling stories about you around
- Made fun of your physical appearance/way of speaking
- Excluded, marginalized without talking to you again
- Excluded from parties or other occasions of meeting or group of friends
- Targeting you with bad jokes
- Targeted by damaging your property
- Forced to deliver your money, mobile phone or other

MODELS' CHARACTERISTICS (I)

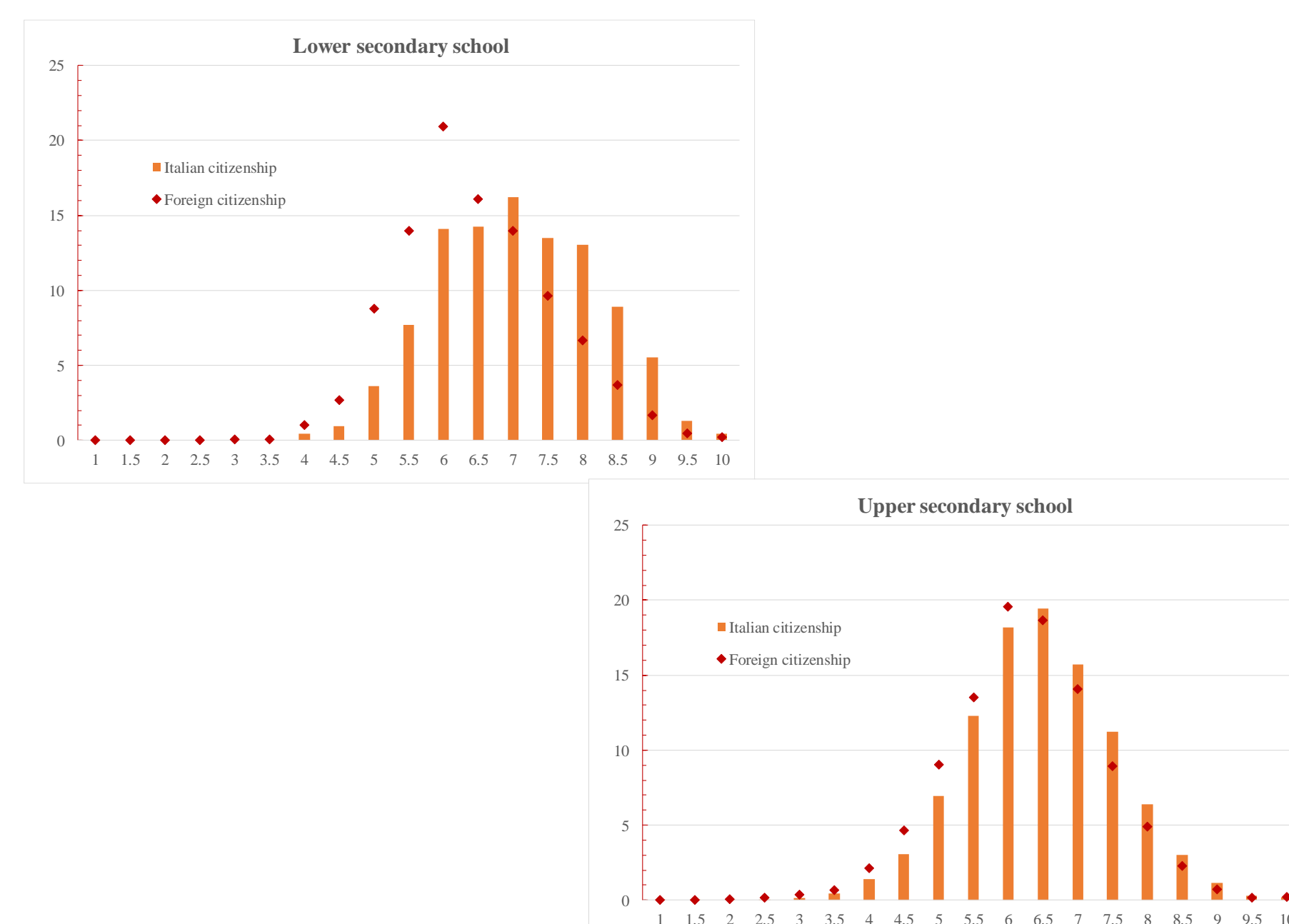
DEPENDENT VARIABLES

1) average grade on maths and Italian

2) self assessment of school outcome: from very bad (1) to very good (5)



AVERAGE GRADE ON MATHS AND ITALIAN



SELF ASSESSMENT OF SCHOOL OUTCOME



MODELS' CHARACTERISTICS (II)

INDEPENDENT VARIABLES

- Citizenship (Italian, foreign)
- Well-being at school
- Well-being at home
- Social well-being

OTHER CONTROLS: SOCIO DEMOGRAPHIC CHARACTERISTICS

- Age, Gender, Importance of studying, Financial well-being (1 very poor, 5 very rich), Household Composition, Parents' Education, Parents' Occupation, Region of residence...

RESULTS: MODEL 1

Average grade on maths and Italian

a) LOWER SECONDARY SCHOOL			
VARIABLES	coef.	sign.	se
WELL-BEING AT SCHOOL	0.051	***	[0.005]
WELL-BEING AT HOME	0.107	***	[0.006]
SOCIAL WELL-BEING	0.006	*	[0.003]
FOREIGN CITIZENSHIP	-0.403	***	[0.033]
b) UPPER SECONDARY SCHOOL			
VARIABLES	coef.	sign.	se
WELL-BEING AT SCHOOL	0.068	***	[0.004]
WELL-BEING AT HOME	0.07	***	[0.004]
SOCIAL WELL BEING	0.001		[0.004]
FOREIGN CITIZENSHIP	-0.241	***	[0.032]

RESULTS: MODEL 2

Self assessment of school outcome

a) LOWER SECONDARY SCHOOL			
VARIABLES	coef.	sign.	se
WELL-BEING AT SCHOOL	0.066	***	[0.004]
WELL-BEING AT HOME	0.09	***	[0.004]
SOCIAL WELL-BEING	-0.007	***	[0.002]
FOREIGN CITIZENSHIP	-0.144	***	[0.021]
b) UPPER SECONDARY SCHOOL			
VARIABLES	coef.	sign.	se
WELL-BEING AT SCHOOL	0.066	***	[0.003]
WELL-BEING AT HOME	0.066	***	[0.003]
SOCIAL WELL BEING	-0.007	***	[0.002]
FOREIGN CITIZENSHIP	-0.109	***	[0.021]

MAIN CONCLUSIONS AND FURTHER STEPS

- Immigrant students have poorer performance compared to native peers in both lower and upper secondary school.
- Well-being at school and well-being at home are positively associated with both indicators of educational attainment.
- Conversely, and importantly, well-being in the social domain, has a negative impact on school outcomes.
- Further steps: we will estimate models for migrant and native children separately and for the former we will distinguish among second generation, 1.75 generation and 1.5 generation.

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THANK YOU FOR YOUR VISIT

For any questions, suggestions and comments please contact us!